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ABSTRACT

This report examines education in Poland from 1974 to 1976. Part I discusses the organization and structure of the educational system. Topics examined include legal foundations of the system, the nation's educational philosophy, the functions of the educational administration, the financing of education, the structure and organization of the school system from pre-school through the secondary levels and in special schools, teacher training, and teaching schedules. Part II examines the development of educational policy from 1974 to 1976. Current trends in educational policy and amendments in the law on schools are discussed. Changes in the education administration system and in educational practice at the preschool, elementary and secondary levels and in special schools are examined. The report also looks at continuing education in Poland, and pedagogical research. A list of important educational acts and a bibliography conclude the publication. (Author/RM)

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Ministry of Education
in Polish People's
Republic

The development of education in Polish People's Republic 1974-1976

A report
for the International
Bureau
of Education
in Geneva

Wydawnictwa
Szkolne
i Pedagogiczne

Warsaw 1977

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The report was prepared at the Department of Educational Organization of the Institute for Pedagogical Research under the direction of Dr. Mirosław Szymański.

TABLE OF CONTENTS

Part I THE ORGANIZATION AND STRUCTURE OF THE EDUCATIONAL SYSTEM 5

Legal Foundations of the Educational System 6
The Principles Determining the Character of the School System 7
The System and Functions of the Educational Administration 7
The Financing of Education in Poland 8
Structure and Organization of the School System 10
Pre-school Education 10
Primary Schools 11
Post-primary Schools 12
Special Schools 13
Teaching Schedules 14
Preparation and Approval of Teaching Programs 14
Teaching Plans 14
Training of Teachers 22

Part II THE DEVELOPMENT OF EDUCATION IN 1974—1976 24

The Current Trends in the Educational Policy 24
Amendments in the Law on Schools 25
Changes in the Education Administration System 26
The Ministry of Education 27
Local Cells of Educational Administration 28
Boards of Education 28
Educational Administration Cells on a Basic Level 30
Changes of Various Types and Levels of Training 33
Pre-school Education 33
Primary Schools 34
Secondary General Schools 36
Vocational Schools 37
Special Schools 38

The Development of Permanent Education 39
Innovations in the Training and Perfecting of Teachers 41
Pedagogical Research 42
Information Service of the Education System 45
A List of Important Educational Acts 50
Bibliography 53

PART I

THE ORGANIZATION AND STRUCTURE OF THE EDUCATIONAL SYSTEM

The educational system in the Polish People's Republic is an integral element of a socialist social system. The Polish educational system refers to the fine educational traditions, and particularly to the accomplishments of the National Education Commission (1773—1794) — the first state school authorities in Europe — to educational programs prepared by progressive social groups during the fight for national liberation in the 19th Century and the early 20th Century, ant to educational ideas expressed by programs of the leftist parties in the 2-nd Polish Republic (1918—1939) and during World War II. Those traditions are the expression of centuries long aspirations of many classes of the society for complete and equal participation in the education created by educational institutions. It is also evidence of particularly great importance for education shown by the Polish people. In view of socialist social changes in People's Poland, the development of education has more prospects, a stronger dynamics and new values. The education system has contributed and continues to contribute to the social rise of people living in towns and villages. Education has become one of the essential elements of Poland's social and economic expansion and a basis for the development of socialist Poland.

1. Legal Foundations of the Educational System

The Constitution of the Polish People's Republic [1] guarantees the right of learning and benefiting from the gains of culture and creative participation in the development of national culture. Article 72 of the Constitution of the Polish People's Republic says that all citizens have equal educational rights. The rights are more and more ensured by:

1. — free education
2. — compulsory primary schools
3. — popularization of secondry schools
4. — development of higher schools
5. — state assistance in increasing the qualifications of citizens working in industrial plants and other working places in towns and villages
6 — scholarships granted by the state, expansion of boarding houses, boarding schools and dormitories, and other forms of financial assistance fot the children of workers, peasants and inteligentsia.

„Resolution in the Development of Education System" voted by the Polish Parliament on July 15, 1961 is a legal basis governing education in Poland. The resolution says that the education system is aimed at preparing a qualified staff for work in the economy and national culture. The staff should be builders of socialism. Considering the fact that education is one of the basic elements of Poland's socialist development, the resolution guarantees every citizen elementary education and makes available all levels and directions of studying according to interests and abilities.

Starting a consecutive stage of modernization of the education system of the Polish People's Republic, the Resolution mentions in particular that a primary school is an organizational and program basis of the education system and that it provides the same education to all students for 8 years. The resolution includes the most important provisions on the operation of the educational system in Poland.

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[1] The uniform of the principal resolution was published in the „Journal of Law" No. 7 item 36 of the 21-st of February 1976. In contains the amendments introduced into the Constitution of the Polish People's Republic from the 22-nd of July 1952 to the day of publication of uniform text.

Preparations for making changes in the educational system of the Polish People's Republic are underway. The changes are aimed at modernizing the entire educational system for its adaption to the conditions and needs of the developed socialist society. The main directions of the reform are specified by the Resolution of the Polish Parliament of the 13th of October 1973 on the national education system [1].

2. The Principles Determining the Character of the School System

The basic principles determining the character of the school system in the Polish People's Republic are:

a) a general and democratic character of training
b) free education at all the levels of the school system
c) a lay character of teaching
d) uniformity and permeability of the school system
e) a permanent character of training education.

All schools are coeducational. Only a small number of vocational schools have separate classes for boys and for girls, due to the field of training. The principle of equal rights of both sexes is observed when they are admitted to schools of all levels.

3. The System and Functions of the Educational Administration

The educational administration structure in Poland is adapted to the structure of the organs of power and state administration. It includes two levels: central organs and local organs. This system is aimed at increasing the efficiency of the central directing education problems, and simultaneous growing the importance of local cells of the educational administration.

The Ministry of Education is the central level of the educational administration. The Ministry supervises the teaching and educating of children and youth in all educational centers. The Ministry imple-

[1] The text of the resolution was published in the „Nowa Szkoła" periodical No. 11/1973.

ments its tasks through the determination of an educational policy and through its centrol entrusted to local bodies ot the educational administration. The activity of the Ministry is directed by the Minister of Education who cooperates with advisory and consultative bodies.

The local organs of the educational administration include: the Boards of Education and basic cells of the educational administration. Educational problems in voivodeships are handled by superintendents as representatives of the educational administration of the 2nd grade. The superintendent supervises all types of educational centers in a voivodeship. Derectors of schools in communities (towns) and inspectors of education in towns (town districts) are subordinated to the superintendent. He performs his functions with the assistance of a group of employees engaged in pedagogical, economic and administrative problems Voivodeship panels of officials inspecting classes and reporting to higher authorities operate at boards of education.

Educational administration cells o a basic level are represented by an inspector of education (in sections of major cities) by a mayor (in smaller towns) and by a community head. The activity of the departmens of education is directed by inspectors. Mayors and community heads handle educational problems with the assistance of school directors in towns (or communities). All educational administration cells of a basic level are responsible for the planning and control of all educational centers subordinated to them.

4. The Financing of Education in Poland

The following funds are the basic sources [1] of financing education in Poland:

1) a state budget
2) funds of enterprises and social organizations
3) income of population

A state budget and funds of socialized enterprises are social funds. Income of population is a private source. Nearly all direct

[1] A „source od financing education — is a momentary fund which is a social or private property and which is spent partly or totally for education.

costs of education (wages, material and investment costs) are covered by financial means coming from social sources. Since the Constitution of the Polish People's Republic guarantees free education in schools of all types, only a small part of the income of the population is earmarked for direct costs of education.

Education in Poland is mainly financed by a state budget which includes two basic cells:

1. a central budget, that is an income and expenditures of the supreme state organs
2. local budgets, that is an income and expenditures of people's councils.

Costs of education are covered both by the central budget and the local budgets. Primary schools, secondary general schools and tutelary-educational institutions are completely financially supported by the local budgets. Vocational schools, nursery schools and boarding houses are supported in 90% by local budgets. Higher schools are completely supported by the central budget.

In 1975 the state budget's spending for educational and educational assistance totaled 50,499 million zlotys and it covered:

general schools and educational assistance	26,670 million zlotys
vocational schools	10,971 million zlotys
higher schools	12,808 million zlotys

In 1975 about 4% of all the costs of education in vocational schools operating at factories, and schools sponsored by cooperatives were covered by the funds of socialized enterprises.

Costs of education covered by the income of population are divided into:

1. direct costs, that is those without which a training process would be impossible
2. acccompanying costs which result from the financial support of persons studying.

Costs 1 constitute a small part of the costs of education covered by the income of people. Costs 2 are an essential part of costs of education covered by the income of people.

5. Structure and Organization of the School System

The present school system in Poland includes:

a) nursery schools and other institutions of pre-school education
b) primary schools
c) post primary schools: secondary general schools, secondary technical schools and basic vocational schools
d) higher schools, and schools for graduates of secondary schools which do not have the rights of higher schools.

a) Pre-school Education

Pre-school education is aimed at 1. a universal development of children and preparing them for school 2. helping working parents with ensuring their children educational care. Nursery schools and other educational centers for children between the age of 3 and the age in which they begin to attend school are responsible for pre-school education.

A/ Nursey schools — tutelary-educational institutions — give one, two, three or more meals a day depending on how much time children spend in a nursery school (5 hours, 9 hours or more, or a night group). Nursery schools operate for 10 months. If necessary they operate 11 months or even 12 months.

B/ Pre-school sections at primary schools are organized for children who live in villages and towns and who will begin attending school within the coming two years. Nursery schools operating at primary schools are to ensure universal development of children and to prepare them for school. The nursery schools operate for 5 hours a day.

C/ Pre-school centers perform tutelary-educational functions and operate 18 hours a week. The centers are to ensure better conditions of development and education for 5—7 year old children.

D/ Special nursery schools are for 4—6 year old children who are handicapped or cisk.

b) Primary Schools

The organization and program of the entire educational system are based on primary schools. They are 8-grade general, coeducational and laic schools. Primary school is free of charge and obligatory for 7—15 year old children. Children who do not finish primary school in a scheduled time have to attend school until the age of 17. Primary schools ensure all children uniform education and preparation for continued education in secondary general schools and vocational high schools. Elementary education includes: basic knowledge of nature and society, preliminary familiarizing students with technology, preparation for work and participation in social and cultural activities. Having finished an 8-grade primary school a student may apply for admission to secondary general school or secondary technical school.

Students who show particular interest in a specified profession (handicraft) and have poor marks may continue their learning in classes which prepare for a profession, provided that they have finished grade VI of primary school.

Individual compensatory training in small groups is organized for students with psychical-physical development irregularities which can be liquidated at school. Moreover, children may attend special, sports, artistic (plastic, ballet, music) or other schools. Attending such schools is considered implementation of a school obligation.

A school year has two semesters. Students pass to a higher class on the bassis of marks received at the end of the winter semester and the summer semester. The school year begins in the first half of August and it ends during the first 10 days of June. The dates of the beginning and end of the school year, and breaks during the school year are specified by an order issued by the Minister of Education. In the 1976/77 school year, classes in primary schools began on August 21, 1976 and ended on June 6, 1977.

Neither passing exams nor final exams are given in primary school. Students pass to a higher grade on the bassis of marks received during the entire school year. In principle, all the students of grades I—IV who do their school obligation and do not have irregularities in their development (confirmed by medical and psychological tests) pass every year.

c) Post-primary Schools

Post-primary schools include secondary general schcols, secondary technical schools, secondary vocational schools and basic vocational schools.

Secondary general schools (for non employed persons) ensure secondary general education. 15—17 year old graduates of primary schools may apply for admission to the 1st grade of secondary general schools. A person is admitted to secondary general school without any entrance exams, but a certificate of completion from a primary school and an opinion conerning the student's behavior are taken into consideration. Having finished a senior class of secondary school which has a 4—year program, its graduates have secondary general education. After passing final exams they may apply admission to higher schools. In addition to secondary general schools, mathematical-physical, humanistic (philosophical) and biological-chemical secondary schools (classes) operate in Poland.

Students of secondary general schools who do not intend to enter higher schools may attend secondary vocational schools and secondary technical schools if they have finished the 2nd grade of secondary school and attend post-secondary schools, if they are graduates of secondary schools.

A school year has two semesters, and students pass to next classes on the basis of their marks obtained at the end of a winter semester and a summer semester.

A school years starts on the 1st of September and ends late in June, two weeks after the school year in primary schools ends. The time when classes end in post-primary schools is specified by the Minister of Education every year.

Secondary vocational schools (for non employed persons) prepare young peple for work in various branches of our economy and for administrative work and they admit 15—18 year old candidates — graduates of primary schools, basic vocational schools and those who passed to junior classes of secondary general schools.

Graduates of primary schools attend secondary technical schools for 4 or 5 years. Graduates of basic vocational schools attend secondary technical schools for 2 or 3 years. Those who passed to a junior

class of a secondary general school attend a secondary technical school for 3 years.

Graduates of a secondary vocational school received the title of a technician of a given specialty and have general education. After passing final exams they can apply for admission to higher schools.

There are also secondary vocational schools for the employed. Such schools have evening classes and extramural courses and admit candidates who are more than 18 years old.

Secondary vocational schools for non employed young peple admit graduates of primary schools and train future skilled workers in various professions which require secondary vocational qualifications. Such schools have a 4—year program and admit 16—17 year candidates. Graduates of those schools have secondary education and are skilled workers. The graduates who pass final exams may apply for admission to higher schools.

Basic vocational schools (for non employed young people) graduate skilled workers. The schools have a 2 or 3 year program (depending on a profession) for graduates of primary schools, or a one year program for students who passed to a junior class of a secondary general school. Such chools admit 15—17 year old candidates.

Graduates of basic vocational schools who underwent practical training are skilled workers and may continue their education.

There are also 2—3 year basic vocational schools which offer additional training, and basic vocational schools as factories for the young who are employed, in order to teach them a profession and teach them how to perform a specific kind of work. They have practical training 2—3 days a week. The certificate they get is the equivalent to a certificate on completion a basic vocational school for non employed persons.

There are also basic vocational schools for persons who perform a profession responding to a speciality of the school and who want to be skilled workers.

d) Special Schools

There are special schools for the completely or partially blind, deaf and partially deal, chronically sick, mentally or physically handicapped and socially maladjusted children and youth. These schools use special methods of teaching and education. Special schools are

divided into: independent schools, schools organized at special educational institutions or special training educational centers, schools organized at hospitals, sanatoriums and preventoriums and at houses of correction. Special schools are as follows: primary schools, secondary general schools, basic vocational schools and secondary technical schools.

6. Teaching Schedules

a) Preparation and Approval of Teaching Programs

Panels of theoreticians and practicians are responsible for the preparation of teaching programs in various subjects taught in primary schools and secondary schools. The panels are directed by The Institute of School Programs. As regards vocational training (vocational subjects and practical training) the panels are directed by the Institute of Vocational Training. A program of general subjects taught in vocational schools is also prepared under the supervision of the Istitute of School Programs. All the teaching programs approved by the Minister of Education have to be carried out by respective types of schools and professions and specialties all over the country.

Changes in program contents concerning individual subjects can be made only with the consent of the Minister of Education.

b) Teaching Plans

Primary school Grades I—IV

No.	Subject	Number of hours per week			
		Grade I	Grade II	Grade III	Grade IV
1.	Polish	9	9	8	8
2.	Nature	—	—	2	2
3.	Geography	—	—	—	2
4.	Mathematics	5	6	6	6
5.	Practical-technical training	1	1	2	2
6.	Artistic education	—	1	1	1
7.	Musical education	1	1	1	1
8.	Physical education	2	2	2	2
	TOTAL	18	20	22	24

Directors of primary schools, acting in agreement with pedagogical councils can make decisions on the carrying out of the teaching program in Grade I without a division of teaching subjects.

Elementary school Grades V—VIII

No.	Subject	Number of hours per week			
		Grade V	Grade VI	Grade VII	Grade VIII
1.	Polish	6	6	5	5
2.	Russian	3	3	3	2
3.	History	2	2	2	2
4.	Civic education	—	—	1	2
5.	Biology	2	2	2	2
6.	Geography	2	2	2	2
7.	Mathematics	6	6	5	5
8.	Physics	—	2	3	3
9.	Chemistry	—	—	2	2
10.	Practical-technical training	2	2	2	2
11.	Artistic education	1	1	1	1
12.	Musical education	1	1	1	1
13.	Physical education	2	2	2	2
14.	Defense preparation	—	—	—	1
15.	An hour at the disposal of a grade master	1	1	1	1
	TOTAL:	28	30	32	33
	Elective subjects				
1.	One of West European languages	—	3	2	2
2.	Choir	—	2	2	—
3.	Musical groups	—	2	2	—
4.	Extra exercises in Physical Education and Sports specified by the order of the Ministry of Education of October 25, 1976				

In addition to primary general schools, there are also primary schools concentrating on sports. They have more hours of Physical Education and Sports, but the number of hours of others subjects is not changed. Sports exercises are treated as obligatory classes in such schools.

A week teaching program includes more hours of physical education. A list of hours in a primary school concentrating on skiing is below.

Grades	V	VI	VII	VIII
A number of hours (per week)	8	10	12	12

Primary general schools have grades wchich teach professions to students who are 2—3 years behind in learning and who, having completed the 5th grade or the 6th grade, seem to have no chance to finish primary school. Teaching programs bindir.g in those special grades are adapted to the possibilities of students.

Secondary General School (a basic type)

No.	Subjects	Number of hours per week			
		Grades			
		I	II	III	IV
1.	Polish	4	5	4	4
2.	Russian	3	3	3	2
3.	English (French, German)	4	4	3	3
4.	History	3	2	3	2
5.	Propaedeutics of a science of society	—	—	—	3
6.	Biology	—	2	2	2
7.	Hygiene	—	—	—	1
8.	Geography	2	2	2	—
9.	Mathematics	5	4	4	3
10.	Physics	3	2	3	3
11.	Astronomy	—	—	—	1
12.	Chemistry	2	2	2	—
13.	Technical education	2	2	2	2
14.	Artistic (musical) education	2	1	1	—
15.	Physical education	2	2	2	2
16.	Defense preparation	1	2	2	—
17.	Optional classes	—	—	—	4
18.	Civil education	1	1	1	1
	TOTAL	34	34	34	33

	Elective subjects				
1.	Preparation for life in a socialist family	—	—	1	1
2.	Second Wesr European language, or Latin	2	2	2	2
3.	Choir			2	
4.	Elective hours of physical education and sports			2	

a) Classes organized for individual groups of students Grades I—IV.

Secondary schools specializing in a given field teach the same general subjects but a number of classes is different. A secondary general school specializing in mathematical-physical sciences devotes more hours to mathematics, physics, astronomy, chemistry.

Subject	Grades			
	I	II	III	IV
Mathematics	6	5	6	6
Physics	4	4	4	4
Astronomy	—	—	—	2
Chemistry	2	2	2	—

A secondary general school specializing in biological-chemical sciences devotes more hours to biology, hygiene, chemistry and drawing.

Subject	Grades			
	I	II	III	IV
Biology	3	3	4	4
Hygiene	—	—	1	1
Chemistry	3	3	3	3
Drawing	3	3	3	3

A secondary general school specializing in humanites devotes more hours to Polish, one of West European languages, history and Latin.

Subject	Grades			
	I	II	III	IV
Polish	5	5	5	5
One of West European languages	4	4	4	4
History	3	3	3	3
Latin	2	2	2	2

A secondary general school specializing in foreign languages teaches a foreign language for 6 hours a week in grades I—IV. Teachers who know a foreign language well and teach subjects give instructions in the foreign language.

Teaching programs in vocational schools include the following groups of subjects:

a) general subjects which are taught in all types of vocational schools (a separate but uniform number of hours for each type of school)

b) general-vocational subjects typical for a specified group of professions

c) specialist subjects which enable learning a specific profession or speciality

d) practical training connected with learning a profession

e) elective subjects

The number of hours devoted to individual groups of subjects depends on the type of school and the mastered profession. Secondary technical schools and secondary general-vocational schools devote 80% of all classes to theoretical training (general and general-vocational training). Basic vocational schools devote 50%, and another 50% of classes is devoted to practical training. Some of the present programs differ from former ones. They have the so-called integrated subjects which integrate the contents formerly included into separate subjects. Teaching programs of integrated subjects have 10%—15% blanks in order to enable the teaching of the recent achievements of science and technology connected with a given profession.

Top grades with vast specialization include „specializing training" into their teaching program. The subject is designed for the preparation of students for starting specialization in places of employment and for better adaptation of specialization of graduates to the needs of a given region. For this reason the teaching program of a subject is prepared by the school and the demand for qualified staff in a given region is taken into account.

In addition to the above mentioned vocational schools, schools preparing for a profession exist, too. Those schools have a 2-year teaching program admit children who finished the 6th grade of primary school.

No.	Subject	A number of hours per week		Total number of hours	
		Grades		per week	per school year
		I	II		
1.	Polish	3	3	6	204
2.	History	1	1	2	68
3.	Civic education	1	1	2	68
4.	Biology	2	—	2	68
5.	Geography	2	—	2	68
6.	Mathematics	2	2	4	136
7.	Physics	2	2	4	136
8.	Chemistry	—	2	2	68
9.	Defense preparation	—	1	1	34
10.	Theoretical preparation for profession	4	5	9	306
11.	Physical education	1	1	2	68
	TOTAL:	18	18	36	1224
12.	Practical training 3 days 3 days 6 or 8 hours a day (According to Article 202 item 1 and 2 of the resolution of June 2, 1974. Labor Code; the Journal of Law # 24 item 141). An elective subject: Sports preparation: 2 hours for boys and 2 hours for girls organized in inter-grade groups of students attending the 1st and 2nd grades.				

Basic Vocational School

Profession: a mechanic of machines and equipment
Age of candidates: 15—17
The teaching program lasts 3 years

No.	Subject	Number of hours per week			Total number of hours per week in a teaching cycle
		Grades I	II	III	
		Number of weeks of teaching 34	34	34	
1.	Polish	3	2	2	7
2.	Civic education	—	—	3	3
3.	Mathematics	3	2	2	7
4.	Physics	2	2	—	4
5.	Physical education	2	2	2	6
6.	Defense preparation	—	1	—	1
7.	Drawing and theory of machines	4	2	—	6
8.	Electrotechnology	—	2	—	2
9.	Production technology and materials technology	4	4	—	8
10.	Specialization production technology *	—	—	2	2
11.	Occupational safety, health and law	—	2	—	2
12.	Economy of enterprises	—	—	2	2
13.	Practical training	12	12	18	42
	TOTAL:	30	31	31	92
	Training in civic education	1	1	1	3
	— Elective subjects:				
	— Russian	1	1	1	3
	— Preparation for family life	1	1	—	2
	Classes in physical education and sports (number of hours specified by the order of rhe Ministry of Education, November 11, 1971. The Journal of Law, the Ministry of Education and Higher Schools No. 5-16, item 102).				

* At the disposal of school management (After discussing specialisation with the school inspection, local planning committee and a sponsoring employer.)

Electronic Technical School
Professions: electronic technician
Specialty: radioengineering and TV (6—3.18)
The teaching program lasts for 5 years
Candidates who finished primary school may apply for admission

No.	Subject	Number of hours per week					Total hours per week
		Grades					
		I	II	III	IV	V	
		Teaching weeks					
		34	34	30	30	26	
1.	Polish	4	4	3	2	2	15
2.	Russian	2	2	2	2	—	8
3.	History	2	2	2	—	—	6
4.	Propaedeutics of a science on society	—	—	—	—	3	3
5.	Mathematics	5	4	2	2	2	15
6.	Physics	2	2	2	2	—	8
7.	Chemistry	2	2	—	—	—	5
8.	Physical education	2	2	2	2	2	10
9.	Defense preparation	1	2	2	—	—	5
10.	Foundations of production technology and mechanical constructions	4	2	—	—	—	6
11.	Foundations of electrotechnology	6	4	—	—	—	10
12.	Foundations of electronics	—	—	5	—	—	5
13.	Radio installations	—	—	—	4	6	10
14.	TV installations	—	—	—	4	6	10
15.	Electronic surveying	—	—	3	2	2	7
16.	Electrical and electronic laboratory	—	—	3	4	4	11
17.	Practical training	—	6	6	6	—	18
18.	Vocational practical training	—	—	—	*	*	—
19.	Occupational safety, health and a labor law	—	—	—	2	—	2
20.	Economics of industrial enterprises	—	—	—	—	3	3
	TOTAL:	30	32	32	32	30	156
	Civic education	1	1	1	1	1	5
	Elective subjects:						
1.	Preparation for family life	1	1	—	—	—	2
2.	Second foreign language	2	2	2	2	2	10
3.	Physical education and sports (A number of hours specified by the order of the Ministry of Education, November 11, 1971. The Journal of Law, the Ministry of Education and higher Schools No. B-16, item 102).						

* — A 4 week vocational practical training — Grades IV and V.

7. Training of Teachers

Higher schools are responsible for the training of teachers of schools of all types. Teachers have the choice of studying at of 9 universities, 12 higher pedagogical schools, 7 academies of physical education and 55 technical, economic and artistic higher schools. Stationary studies last for 4 or 5 years. Moreover, 2-year advanced courses for graduates of higher vocational schools have been organized at certain universities and higher pedagogical schools. Nursery school teachers may apply for admission to 4-year extramural higher studies on pre-school pedagogics. After graduation they receive an M.A. degree. Persons who want work to in nursery schools should attend courses on pre-school education or for 6 years. Secondary attend the courses for 2 years. Young men and women who have school graduates passed their entrance exams may become freshmen. Entrance exams are not taken by those candidates who were chosen for teaching studies by pedagogical councils of secondary schools (one of the best 3 students) or those who are winners of contests in a given subject.

The program of studies for an M.A. degree at universities and higher pedagogical studies includes the following three sets of subjects:

1) social-political — about 500 hours
2) pedagogical-psychological — about 500 hours
3) specialist and auxiliary — about 1500 hours

Much attention is also paid to additional training of teachers after which they receive an M.A. degree. The training covers women up to 35 years of age and men up to 40. More than 80,000 teachers began studies in the years 1973—76. In the 1975—76 school year 45,001 teachers were on extramural studies and about 2860 teachers were in evening classes.

The Institute for Training of Teachers handles those problems and it concentrates on perfecting, additional training and also partly training of teachers.

According to the order of the Minister of Education, teachers who are graduates of higher schools are obliged to attend subject--methodical courses at least every 10 years, and teachers who have

finished secondary schools and post secondary schools are obliged to attend subject-methodical courses at least every 5 years.

The following forms of training were developed by the Institute of Training of Teachers in the 1975/76 school year:

1) forms of training for teachers who did not complete higher studies
   a) courses preparing for higher studies
   b) subject-methodical studies for teachers who finished secondary schools and post secondary schools
   c) courses and special studies
2) forms of training for teachers who were graduates of higher schools
   a) subject-methodical studies
   b) post-graduate studies for managerial staff
   c) studes and special courses
3) studies, courses and conferences for inspectors who are subject methodical specialists.

In the 1974/75 school year more than 54,000 teachers participated in post-graduate studies, subject-methodical studies, special courses and courses preparing for higher studies. In the 1975/76 school year more than 65,000 teachers were covered by various perfecting forms, and in the 1976/77 school year 65,817 teachers were covered by those forms of perfecting.

Radio and TV were included into the process of training. Additional training of teachers by higher schools was conducted by the system of obligatory professional perfecting for teachers. Moreover, training within the framework of the Radio & TV University for Teachers has been developing since 1974.

In addition to didactical activities, the Institute of Training for Teachers does broad research on the teaching profession and publishes various materials, particulary auxiliary materials for teachers.

Part II

THE DEVELOPMENT OF EDUCATION IN 1974—1976

1. The Current Trends in the Educational Policy

The development of education has been accelerated in recent years. It is worth mentioning trhat so many important changes have never been made before within such a short period of time. The changes are the result of the general assumtions of our social policy which says that education is one of the main elements which dynamize the development of economy, science and technology, and that education also speeds up the social and cultural progress.

These assumptions were reflected by the resolutions of the supreme state authorities. The resolutions of the 7th Congress of the Polish United Workers' Party, the resolutions of plenary meetings of the Polish United Workers's Party Central Committee and decisions of the Council of Ministers strengthened the education development strategy which was presented at the 6th Congress of the Polish United Workers' Party in December 1971 and developed in the „Report on Education" prepared by the Committee of Experts and issued in 1973. Intensive preparations for the reform of the national education system continued in the years 1974—1976. The aims of the reform were put forward by the Resolution of the Polish Parliament and adopted on October 13, 1973. The image of Poland in the 1980's, the country of developed socialist society, was presented by the 7th Congress of the Polish United Workers' Party which was held form the 8th December till the 11th in 1975. The goals, figures and indicators facing various branches of the economy, as well as the conditions in which those goals should be pursued were

outlined by the 7th Congress. The tasks facing education concentrate on the preparation of the national education reform and on the introduction of the new educational system in the middle of the coming 5 year period. These tasks are of great significance.

Teachers are very satisfied with the following fragment of the resolution of the 7th Congress, „The teaching profession should receive particular attention and care. It is necessary to care for the improvement of the living and working conditions of teachers, raise their professional and ideological-ethical qualifications, create an atmosphere of friendliness, confidence, gain the help of society, and increase the social importance of the teaching profession."

The most important elements of program prepared by the Ministry of Education were:

— smoothing the level of schools of all types
— preparing detailed assumptions for the reform of education, drafting a new law on the national education system, preparing conditions for starting the reform
— introducing the Charter of Rights and Duties of Teachers voted by the Polish Parliament in 1972.
— preparing and introducing a uniform education program
— modernizing the education administration system
— expanding research institutes of the Ministry of Education.

Many new regulations on selected aspects of how to operate the school system were introduced in 1974—1976 in order to ensure conditions for the implementation of the specified directions of the education development program.

2. Amendments in the Law on Schools

„The Law on the Development of the Education System" issued in 1961 is a legal basis for the operation of schools in Poland. Today, the Polish school system is undergoing intensive qualitative changes which are taking place according to the decisions and resolutions of the supreme state authorities. Those changes result in an intensive preparatory work on new legal grounds for the changed educational system in Poland.

In 1975—1976 the Ministry of Education was involved in vast

normative activities closely connected with the trends of the current transformation of the Polish educational system. Particulaly important normative acts dealt with:

a) functioning of the local cells of school administration
b) training, additional training and perfecting of teachers
c) examining methods at school
d) organizing care of children
e) cooperation of school with the social environment
f) process and organization of vocational training
g) material equipment of schools.

A detailed list of more important normative acts is enclosed.

3. Changes in the Education Administration System

In view of the changes in the administration system of the country and in the reorganization of local authorities and in the state administration made by a law of the 28th of May 1975 on a 2-grade administration system of Poland, it was necessary to make essential changes in the structure and organization of the local organs of the administration of education.

A 3-grade system of the local educational administration — a school district superintendent, a school inspector and a community school director — was replaced by a 2-grade system — a superintendent of education and a community (municipal) director of schools or an inspector of education.

The changes in the structure and organization of educational administration organs are aimed at increasing the efficiency of educational assistance in towns and communities. In consequence, the educational problems at the highest level, and simultaneously, raising the importance of basic cells responsible for education and educational assistance in towns and communities. In consequence, the educational administration cells of the basic level have special rights, appropriate financial means and highly qualified staff. Thus they are able to handle educational problems by themselves.

In result of those changes, a new structure of educational administration was established.

A. The Ministry of Education

The Ministry of Education is the central organ of state administration involved in the teaching and the bringing up of children and youth in nursery schools, primary schools, basic vocational schools, secondary general schools and secondary vocational schools, vocational courses for secondary school graduates, special schools and special institutions and also in other educational centers, tutelary centers and centers responsiple for the training and additional training of employed persons who want to finish primary school and secondary school.

The Minister of Education determines principles, organizes, directs and supervises the:

— training and socialist education of children and youth within the uniform national education system

— educational assistance and social assistance for children and youth attending schools

— training and bringing up physicallly or psychically handicapped children and resocialization of socially unadapted youth

— training, additional training and perfecting of employed persons who can master a program of a vocational school or a secondary school

— permanent training of adults

— planning of education and bringing up and material resources and financial outlays

— outlining a training, perfecting and employment policy and handling the social problems of teachers.

The particular role of pedagogical supervision made by the Ministry of Education consists in giving the Minister of Education the rights for interministerial coordination of education. Educational administration organs have the right to control and assess schools and centers which are not subordinated to the Ministry of Education. The Ministry of Education issues general directives concerning all the problems facing the education system.

The Ministry of Education carries out its tasks through the determination of an educational policy and controls its implementation by the local cells of educational administration.

General Principles of Operation of the Ministry of Education

The Ministry is directed by the Minister of Education. As regards the supervision over the activities of various organizational units and handling individual matters, the Minister is replaced by undersecretaries of state according to the Minister's distribution of competencies. Decisions on crucial problems are taken by the Minister after learning the opinion of the Council of the Ministry. Every organizational unit of the Ministry (department, office) is headed by a chief (a director). An employee has only one supervisor and receives instructions from him.

The Council for Education and the Interministerial Council vor Vocational Schools are advisory and consultative organs at the Minister.

B. Local Cells of Educational Administration

a) Boards of Education

Educational problems in a voivodeship are handled by a superintendent who is a representative of educational administration of the 2nd grade. The superintendent supervises all types of schools and other educational centers regardless of the fact to which ministries they are subordinated. Community (municipal) directors of schools and municipal (town section) inspectors of education are subordinated to him.

As regards the new structure of local educational administration, the board of education is responsible for pedagogical supervision and for helping the directors of schools and other centers in didactical-educational problems.

In spite of certain organizational differences resulting from the character of the educational tasks and the number of supervised units in a given voivodeship, it was possible to see that the forms and methods of work of boards of education markedly improved. The reasons for the improvement were the simplification of organizational structures, direct managing of employees by a superintendent and his deputy, the growth of competences and responsibilities of various employees and the unification of a pedagogical control over subordinated units.

A board of education, the 2nd cell of the educational administration, is responsible for the supervision of the activity of educational administration on a basic level, and schools and other educational centers, and especially for:

— directing the activities of schools and other educational centers
— guiding a personnel policy of schools and other educational centers and directing the training and perfecting of teachers
— directing and supervising social-living affairs of teachers and other employees of educational centers
— appointing and recalling community (municipal) directors of schools and their assistants, as well as municipal (town district) inspectors of education with the authorization of the Minister of Education
— preparing plans for the development of schools and other educational centers, on the basis of forecasting materials
— preparing the guidelines concerning the development of schools and other educational centers, as well as employment, a wage fund and budget for local organs of state administration on a basic level
— planning tasks and budget credits, preparing plans and dividing financial outlays into investments and overhauls
— preparing long-range and emergency programs for the improvement of financial conditions of schools and liquidation of differences in this respect
— introducing orders, instructions and guidelines of the Minister of Education, which concern the organization of schools and didactical-educational work, and the realization of teaching programs as well as tutelary activities of schools and other educational centers
— organizing and coordinating the cooperation of vocational schools with industry and other units of national economy
— inspecting schools and other educational centers
— coordinating educational undertakings connected with social prophylaxis and resocialization of youth
— taking appropriate actions connected with cultural and sports events, tourism and recreation of children and youth
— preparing a network of schools and other educational centers
— fixing education limits in various professions and taking care of

appropriate utilization of rooms in orphanages and other tutelary institutions.

The superintendent carries out his function with the assistance of deputy superintendents (from 2 to 4) and a panel of employees in charge of pedagogical, economic and administrative affairs.

The Council operates as an advisory and consultative organ. Moreover, the following institutions operate at a superintendent:

— a voivodeship panel of methodical specialists who, in given subjects, inspect classes
— a voivodeship educational-professional consultative point
— a voivodeship pedagogical library
— a tutelary-educational service
— a district didactical office of technical education.

b) Educational Administration Cells on a Basic Level

According to provisions of an order of the Council of Ministers of the 28th of May 1975, the inspector of education, who is the head of department of education, takes care of educational problems in towns (town districts) whose population exceeds 20,000.

Educational problems in towns with a population below 20,000 are handled by their mayors with the assistance of municipal directors of schools.

Educational problems in communities are handled by community heads with the assistance of community directors of schools.

Administrative-economic and financial problems concerning educational centers and tasks covered by the plan and budget of a town (community) are handled by a community (municipal) director of schools or an inspector of education with the assistance of a head book keeper and 3—5 employees in charge of economic--administrative affairs.

A comunity (municipal) director of schools and a municipal (town district) inspector of education are i.a. responsible for:

— supervising the institutions of pre-school education, primary schools, secondary general schools, vocational schools, non-school forms of general and vocational training and other educational centers

— fixing didactical-educational and tutelary tasks in regard to the state policy and social-economic needs of a region
— introducing effective methods of teaching and education
— cooperation in inspecting schools and other centers and the supervision over didactical-educational work of teachers
— submitting motions on the location, establishment, transformation and liquidation of schools and educational centers in communities (towns, town districts)
— preparing proposals on the training of persons in such professions which are needed by a community (town) and cooperating with directors of post primary schools in the recruitment of youth
— adopting organizational plans of schools and cells which are directly subordinated, and expressing opinions on papers concerning organizational problems in other schools and cells
— handling problems connected with school attendance
— cooperation with institutions and organizations in problems concerning permanent education of youth and adults and in problems connected with prevention of the lack of social adaptation of children and youth
— employing, promoting, transferring and dismissing teachers and educators in schools and centers which are directly supervised
— appointing persons to managing posts in schools and other educational centers directly supervised
— cooperation in the organization of additional training and perfecting of teachers
— assessing the work of teachers and other pedagogical employees and making motions on awards for teachers
— organizing and implementing social-living tasks of persons working in the education system
— using funds coming from the budget of a community (town, town district) for education
— preparing annual or longer programs for the development of education in schools and educational centers covered by the plans of a community, a town-community, a town — making routine and major overhauls of schools and other educational centers.

The following premises were taken into consideration while

Currant Expenses of Education and Educational Assistance in 1974—1975
in million zlotys

Specification	Current expenses						
	1974			1975			1975/1974
	Budget after changes	execution	Structure of expenses	budger after changes	execution	Structure of expenses	6 : 3
Section 79- general schools and education- total	24.950,6	24.335,1	100,0	26.933,4	26.670,5	100,0	109,6
including							
1. Wages [1]	12.928,8	12.807,7	52,6	13.931,0	13.895,2	52,1	108,5
2. Social insurance money	2.362,1	2.336,2	9,6	2.544,1	2.527,2	9,5	108,2
3. Materials and services	4.745,0	4.634,1	19,1	5.187,8	5.035,7	18,9	108,7
4. Various expenses and subsidies	4.599,8	4.557,1	18,7	5.265,4	5.212,4	19,5	114,4
5. Reserves	314,9	—	—	5,1	—	—	—
Section 80 vocational schools — total	10.440,7	9.960,9	100,0	11.261,3	10.970,9	100,0	110,1
including							
1. Wages [1]	6.677,4	6.525,9	65,5	7.145,3	7.012,0	63,9	109,5
2. Social insurance money	1.057,6	1.036,6	10,4	1.144,3	1.129,4	10,3	109,0
3. Materials and services	2.322,4	2.218,4	22,3	2.708,6	2.574,7	23,5	116,1
4. Various expenses and subsidies	180,8	180,0	1,8	254,6	254,8	2,3	141,6
5. Reserves	202,5	—	—	8,5	—	—	—

[1] excludes wage expenses in govern,emt-subsidized establishments other than regular schools

determining the organizational structure and the range of operation of the local educational administration:

— education as part of state activities requires a uniform management and complete coordination in an effort to ensure the best conditions for the development of schools
— the introduced organizational system favors enlarging the social-professional rank of the directors of schools and other educational centers and increasing their responsibility for didactical, educational, organizational and personnel problems in units entrusted to them
— a regional range of the operation of educational administration responds to Poland's administration division.

4. Changes of Various Types and Levels of Training

a) Pre-school Education

Pre-school education has recently gained the attention of theoreticians and practicians of education in connection with high dynamics and development plasticity of children in a pre-school age. If children undergo the educational influence, rather early, the possibilities of obtaining favorable educational effects and good preparation of the children for school increase.

Accomplishments in the popularization of pre-school education are worth noting.

In 1975 the total number of all institutions of pre-school education was 24,719 and coverde 943,000 children, that is, 44.2% of children in a pre-school age (54,4% in towns and 33,5% in villages). Compared with the previous year, the number of children attending the institutions of pre-school education increased approximately by 60,000. Of great importance is the fact that nearly all 6 year old children are covered by pre-school education. Ninety percent of 6 year old children attend the institutions of pre-school education (93% in towns and 85% in villages). It is anticipated that all 6 year old children will receive a form of organized education in the 1977/1978 scholl year. The activity of the institutions of pre-school education is based on a new „Program of Education in Nursery School".

It is something new that since 1977 programs for 6 year old child-

ren attending nursery school will include reading, a wider range of mathematics and intensive preparations for writing with the application of specific methods. It is planned to ensure an equal level in order that children from various environments have equal opportunities when they begin to attend school, and to liquidate or decrase the barrier between nursery school and school. This program is closely combined with teaching contents in grades I—III. Therefore, nursery school is the first link in the national education system.

b) Primary Schools

In the 1974/1975 school year 4,453,433 children attended primary school, including 499,549 children in grade I. In the 1975/76 school year 4,309,823 children attended primary school, including 504,396 children in grade II. This drop results from demographical changes concerning school age children.

More and more children who finished primary school had a chance to continue their education in post-primary schools. In the 1975/76 school year about 95% of graduates of primary schools were admitted to grade I of post-primary schools.

It is worth mentioning that more and more graduates of primary schools enter secondary schools. The 1974/75 school year — 39.1%; the 1975/76 school year — 39.4%.

A properly organized school network which plays a basic role in the accessibility to schools is one of the essential elements of a universal character of teaching in primary schools. Students of grades I—IV should not cover a longer distance than 3 km to school and those who attend grades V—VIII should not cover a distance longer than 4 km to school. This fact was taken into consideration when the school network was being prepared. State administration organs organize and financially support busing if distances to be covered by children exceed the above mentioned limits. Busing is of particular importance for the universality of teaching during the introduction of changes in the network of primary schools in villages and in the formation of highly organized collective schools in villages which are able to carry out the program of an 8 grade primary school at a high level. Nearly 60% children who do not live in the locality

in which school is, are bused. The costs of busing are covered mostly by state funds and partly by parents.

In the result of changes made in the network of primary schools, their number in villages amounted to 16,106 schools in the 1974/75 schools year, and 14,738 schools in the 1975/76 school year. The number of schools hiring very few teachers decreased, and the number of schools with seven or more teachers increased at the same time. In the 1975/76 school year, highly organized schools constituted 49,2%, and schools of a lower organizational level constituted barely 26.3% of all the primary schools in villages.

The number of collective community schools increased in the recent two school years by 789 schools and totaled 1,512 collective community schools in the 1975/76 school year. At the same time much attention was paid to the improvement of didactical, tutelary and educational functions of schools through extra tasks connected with the function of an environmental school.

The structural changes in the school network helped to increase accessibility of primary schools of a higher organizational level to rural children. More than 1,684,600 children, that is 18,7% more than in the 1974/75 school year, attended collective community schools and schools subordinated to them. Considering the number of children attending primary schools in villages, the number of children attending collective community schools increased from 65.3% in the 1974/75 school year to 81.3% in the 1975/76 school year.

Changes in teaching the following subjects were introduced into elementary schools: mathematics — grades I—III (1975), physic — grade VIII (1975), chemistry — grades VII and VIII (1975), 17 branches of sports — schools specializing in sports (1974), defense preparation (1974). Particularly important changes were made in the teaching of mathematics. The teaching program of mathematics introduced into grades I—III will be binding in the future 10-year school. The essential trends of the program are outlined below.

Teaching of mathematics in the grades of primary school is a broad preparation of the outline of basic structures and related elementary notions in the child's mind to enable their inclusion into

the system during the natural process of their arrangement, and teaching more complicated mathematics. Of great importance for preparation is the notion of functions, without any definition and name which combine structurally geometry with aritmethic, not only as it was in a traditional teaching system, that is, through the combination of figures with digits treating them as their areas, perimeters or volumes. The elements of probabilistic and informatic thinking exist in the initial teaching of mathematics. During the proces of teaching and learning mathematics at a basic level, children start with a plan of doing a given problem presented as an organigram. Then, they change the data and obtain an organigram-function which may be used for doing every problem of a given type through putting down data in the blanks of the scheme. The notion of variable is being shaped naturally and spontaneously. The mathematic world of children of initial grades should and can be variated, and should provoke children to apply various mathematical methods when they look at the world.

c) Secondary General Schools

In the last two years, all children finishing primary schools could be admitted to post primary schools. Many children entered secondary general schools. It is worth mentioning that the majority of candidates to higher schools are graduates of secondary general schools. The effects of didactical-educational work in secondary general school markedly improved in the last two years. The steady modernization of organization and conditions of the didactical-educational process help to increase the educational level of youth. The improvement and modernization of material-technical conditions of secondary general schools enable a better familiarization with the needs and attitudes which facilitate the assessment of everyone, and prevent conflicts with adults. The problems connected with the socialist principles of coexistence, and Man's physiological, mental, social and emotional maturity are under consideration.

New principles of assessment and promotion, a new system of final exams for seniors of high schools and recruitment to higher schools play an important role in increasing the level of secondary general schools and in creating conditions for a motivation of learning.

The 1973 new regulations governing the final examinations pay more attention to the individual interests and the abilities of students, and adapt the organization and methods of didactical-educational work in secondary schools to the requirements of higher schools, and create optimum possibilities for choosing methods of showing the knowledge mastered at school and the student's interests and aspirations during the second part of the exams. We mean a formerly prepared thesis and its defense during the finals. Thanks to new principles of assessment and promotion, the most talented may pass to the next class during a school year, and in consequence, may finish secondary school earlier. The best graduates of secondary schools and winners of contests in a given subject enter higher schools without entrance exams.

d) Vocational Schools

In 1974—1976 vocational schools concentrated on their adaptation to the needs of the national economy. Undertakings of that period were aimed at:

— modernizing the forms and contents for the vocational preparation of specialists in new branches of our national economy and culture.
— organizational strengthening and arranging the network of vocational schools.

The modernization of forms and contents of vocational preparation which started in 1973 was based on a new nomenclature of vocations which integrated many vocations of a very narrow specialty. According to a program concept of vocational preparation of a larger range, it is possible to obtain specialist preparation in the final stage of training and in the course of professional work. The plan of a new nomenclature anticipates reducing the number of professions and specialties from 600 to 200 including 78 professions which can be learned in basic vocational schools. Secondary vocational schools will offer 122 specialties.

The concept developed in a drafted nomenclature has undergone tests in 53 selected vocational schools since September 1, 1975 and in another 17 schools since September 1, 1976.

Vocational schools are undergoing steady changes, are improving

their organizational-program forms, are modernizing their system, specialization and are changing the number of students learning various professions and specialties in order to serve our national economy and society better.

The improvement of the network of schools mainly consisted in forming major highly organized collective schools located according to the needs of the national economy and the need of service for people. The number of collective schools increased from 116 in 1972 to 1111 in 1976. Another 500 collective schools of this kind will be established in the coming five years.

Some efforts are also being made to have vocational schools of the same specialization because it is easier to provide them with modern equipment and facilities which are in accordance with the school's specialization, and to increase the effectiveness of using a material-technical base. It is also very important to achieve a better organizational system for the schools by expanding their operation in various regions, and by improving the system of admitting candidates to the school taking into consideration the personnel needs of all the country.

Changes in the organization of basic vocational schools will be introduced in the 1977/78 school year. The schools will educate both non-employed and employed young people. In this connection, basic vocational schools offering additional training will be changed into basic vocational schools. These changes result from the new regulations on hiring juvenile employees.

Certain efforts connected with the practical training of young people attending vocational schools are mainly aimed at implementing education programs through work, as one of the principal assumptions of the educational system, and expanding the cooperation of schools with places of employment in order to improve practical training and the process of vocational adaptation of graduates.

e) Special Schools

Special training and care of children with irregularities and disturbances in their development markedly developed in the last two years. In that period 51 special primary schools and 25 special vocational schools were opened.

In consequence 78% of handicapped children attend special primary schools and 68% of handicapped children attend special basic vocational schools. Today, about 120,000 children and youth with various irregularities and disturbances in their development attend special schools and special grades.

In addition to the development of special schools, their didactical--educational work and rehabilitation are steadily improving. The activity connected with prophylaxis and early therapy will develop in the future educations system.

5. The Development of Permanent Education

Social, cultural and economic changes call for steady growth and improvement of qualifications and for the revaluation of the knowledge mastered at school.

The notion of permanent education has changed its meaning in the Polish education system in recent years. Many thousands of people did not finish primary school before World War II. In this connection, permanent education and education of adults had the same meaning in the very beginning. Permanent education was treated as the liquidation of deficiences in school education and the improvement of qualifications which were sometimes insufficient.

There was also another trend of education of adults which was also aimed at shaping their outlook of the world and deepening culture. It was informal education, as it was not aimed at obtaining a school certificate or diploma, but deepening knowledge, shaping convictions and widening the horizons of people. Peasant universities and the Society of Workers' Universities were engaged in this kind of educational work.

The notion „permanent education" has a broad meaning in the present system of national education, and it covers all educational problems.

New programs for the future 10-year secondary general school are being prepared from the point of view of shaping the intellectual and practical capacities which will prepare youth for independent mastering of knowledge not only at school but also out of school.

Permanent education in a wider sense has another attitude to

the education of adults which takes places in three parallel and independent currents.

The first of them includes vocational perfecting. Poland has considerable achievements in the perfecting of specialists with higher education. The perfecting takes place during post-graduate studies.

The Institute of Vocational Training and institutes operating at ministries work on the preparation of programs meeting the needs of given branches of national economy as well as satisfying essential and psychological-didactical conditions.

There are the following three principal forms of vocational perfecting of employees:

1. training organized in a given institution
2. vocational courses organized outside an institution
3. vocational practical training.

Another current of the education of adults covers such institutions which meet the conditions of the conventional system of youth education, namely primary schools, basic vocational schools, secondary general schools, secondary vocational schools and higher schools. Their graduates received certificates or diplomas, so it is official training current.

In the 1975/76 school year 53,975 employed persons attended 1435 primary schools, 149,923 employed persons attended 373 secondary general schools, 459,262 employed persons attended 2586 vocational schools. Moreover, 184,970 employed persons continued evening and extramural studies in higher schools.

The diploma education current is the best organized current of adult education in Poland. Special accomplishments are connected with this part of the adult education system which concentrates on giving compulsory education on a primary school level. The essential forms of diploma training of adults are: evening, extramural, correspondence training, courses and consultations.

The third current of adult education is connected with non obligatory and informal education which meets cognitive needs, professional interests and non-professional interests of employees of various levels and branches of national economy and pensioners. Individual methods of training are ensured.

Various institutions conduct scientific, popular-scientific, cultural-artistic and other activities which meet the interests, and meet the

advancement level in a given area of the participants. Such institutions include: the Popular Knowledge Society, the Society for the Propagation of Laic Culture, the Birth Control Society, and other scientific societies and ministerial organizations for example, the Supreme Technical organization, the Polish Economic Society, and others.

Houses of culture, amateur theaters, music associations, artistic circles and pattern making circles conduct broad cultural-artistic activities. The Country Housewives Circles conduct interesting activities connected with raising culture in villages. Agricultural clubs conduct professional activities.

The International Book and Press Clubs operating in many towns popularize the knowledge of various fields of science, culture and technology.

Mass communication media: radio, TV and press play an important role in the permanent education system.

Radio and TV conduct i.a. foreign languages courses, additional training of farmers in the TV Agricultural School and additional training for teachers in the Radio and TV University for Teachers.

6. Innovations in the Training and Perfecting of Teachers

The current training and additional training of teachers result from permanent changes of former solutions. The changes are designed for the preparation of more effective forms of education.

In the result of the changes which took place in the years 1974——1976, universities and higher pedagogical schools are a compact, uniform and supplementing organizational and program structures wchich can meet the quantitative and qualitative needs of the educational system. All the aims of the new system of additional training of teachers involved in stationary, evening and extramural studies, which was introduced in the 1973/74 school year was achieved in following years.

A qualifying exam (whose passing is equal to finishing higher vocational studies) introduced by the order of the Minister of Education of the 21st of June 1975, is a new form of raising the qualifications of teachers and preparing them for the implementation of

the new tasks connected with the introduction of the 10-year public secondary school and the modernization of vocational schools.

The qualifying exam is for those secondary school teacher who are not subject to obligatory additional training (women who are 35 years old and men who are 40 years old). Courses preparing for this exam are organized every year. At present, about 12,000 teachers attend the courses.

The Institute for the Training of Teachers, acting in agreement with the Ministry of Science, Higher Schools and Technology, prepares qualifying programs. Each program specifies requirements to be met in specialist subjects, detailed didactics, professional practical training and social-political and pedagogical-psychological knowledge. The exam is composed of three parts: a practical part, and a written and an oral theoretical test.

About 40,000 teachers will take the qualifying exam before state commissions composed of outstanding specialists, independent scientific workers and Ph. D degree holders, specialists in detailed didactics, inspectors who are methodical specialists in given subjects and representatives of educational authorities and trade unions.

7. Pedagogical Research

In mid 1972, the Council of Ministers, at the motion of the Minister of Education, took decision on the formation of the Research Institute of Youth, the Institute for the Training of Teachers, the Institute of Vocational Training and the Institute of School Programs, and on changing the Institute of Pedagogics into the Institute of Pedagogical Research. At the end of the first year of operation of those institutes, the Minister of Education ordered to form regional branches of the Institute for the Training of Teachers. In consequence, each of the 19 school districts existing at that time had a cell of the Institute for the Training of Teachers. In following years Teacher's Perfecting Centers operating as organizational units of the Institute for the Training of Teachers were formed. Ten regional units of the Institute are operating now— Moreover, the Research Institute of Youth has a regional branch in Poznań, and the Institute of Vocational Training has regional branches in Poznań and Cracow. The

institutes have been operating for four years, and today they have many research and pedagogical workers. In result of intensive training of scientists, their qualifications have markedly increased. The institutes have specialists in various fields of science and create favorable conditions for interdisciplinary research. The fact that experienced teachers work with scientists in the institutes is of great importance for work on programs, handbooks and teaching aids.

The scientific-research hinterland participates in the preparation of scientific premises for the most important projects of the Ministry of Education. The scientific-research hinterland conducts its own research, and organizes and coordinates research on education being done by other scientific centers in Poland. The principle of the active educational policy which says that research should predecess all important decisions and take its effects into consideration is put into practice in work on the reform of the national education system.

It is assumed that the preparation of the reform, work on its introduction, and scrutinizing the pedagogical, social and economic effects call for broad cooperation of the scientific environments. In order to create scientific foundations for the preparation of the refom of the national education system, competent organs made decision on 1975 on the implementation of the nationwide research program entitled „Modernization of the Education System in the Developed Socialist Society". The program included research aimed at creating scientific foundations and principles of a didactic-educational system, an organizational-program concept of various types of schools and other educational centers, a concept of more effective methods and education means, assumptions of the out of school education system and permanent training, principles of educational organization and administration, preparation of teachers, economic foundations, and operation of the entire system of national education. The selection of the best solutions connected with the educational reform is also based on the analyses of the results of basic and applied studies of other branches of sciences cooperating with pedagogical sciences, as well as comparative studies on the theoretical and organizational achievements in education of other countries. Research problems deal not only with schools and educational centers but also with environmental conditions of the educational processes, in which an important role is played not only by school but also by,

family, place of employment, youth organizations, various institutions, in other words, the entire society which will become an educationed society in the course of its development. In view of the determined stages of the school system reform, research, of institutes of the Ministry of Education in particular, will concentrate in the coming years on the contests and work methods of the future school.

The formation of the scientific hinterland of the Ministry of Education and the start of research included into the nationwide program decided on a trend toward integrated science and collective studies and contributed to general animation of pedagogical sciences, concentration on meeting the most important needs of educational practice, expansion of cooperation of research centers all over the country and raising the role of those centers in cognitive and useful studies.

A great role of institutes subordinated to the Ministry of Education is confirmed by the following facts which took place in the last 2 years:

— The Institute of Pedagogical Research prepared scientific studies on the goals of training and education, made a diagnosis and prepared guidelines on appropriate burdening school children with learning, and worked out methods of coordination of research on a large scale;
— The Institute for School Programs prepared a new program of pre-school education and a new program of mathematics for grades I—III of primary school, worked out draft programs of the 10-year secondary school, and together with the Pedagogical Institute of the Warsaw University determined the theoretical foundations for permanent training — important premises for the preparation of modern teaching programs;
— The Institute of Vocational Training completed important work on vocational nomenclature, advances work on the concept of vocational training on a large scale, modernized teaching plans and programs and made experiments in some scores of vocational schools in various regions;
— The Research Institute of Youth advanced ome studies and completed some studies on the open school model and on the leisure of youth;
— The Institute for the Training of Teachers prepared and

introduced the concept of studying at the Radio & TV University for Teachers and it realizes the system of professional perfecting of teachers. It prepared central programs of perfecting and self-educating. It cooperated and continues to cooperate with higher schools in working out and improving the programs of training and additional training for teachers. It also continues research on the teaching profession in the future.

The entire ressarch work covered by the nationwide program of studies is coordinated by the Institute of Pedagogical Research which is a coordinator of the 1st grade. In view of the large variety of research problems, 16 scientific centers will be coordinators of the 2nd grade. They include the five institutes of the Ministry of Education. A research program containing more than 200 topics is being carried out by more than 4000 research workers and auxiliary personnel working for 70 scientific-research centers.

In order to uniform the principles and procedure of making decisions on the putting into practice the results of studies conducted within the framework of the nationwide program, the Minister of Education formed the Council for introducing the results of research. The Council is a consultative and advisory body of the Presidium of the Council of the Ministry of Education. It faces the following tasks:

— evaluation of proposals on the utilisation of the results of research in educational practice
— preparation of decisions on the introduction or popularization of the results into educational practice
— inspection and evaluation of the implementation of programs for the introduction of the results from research.

The Council's activities markedly contribute to the realization of the principle of participation of pedagogical research in the shaping education.

8. Information Service of the Education System

A network of pedagogical information centers is composed of voivodeship pedagogical libraries, regional pedagogical libraries, teacher sections of school libraries and other types of pedagogical

libraries, for example, libraries operating at institutes and trade unions. The libraries of higher schools of pedagogics and of other higher schools are subordinated to the Ministry of Science, Higher Schools and Technology. The Departments of Scientific Information of the five scientific research institutes of the Ministry of Education have played a leading role in specialist pedagogical information since 1972. The institutes are listed below: The Institute of Pedagogical Research, the Institute for the Training of Teachers, the Institute of Vocational Training, the Institute for School Programs and the Research Institute of Youth. Information activities of the departments of information are coordinated by the Department of Scientific Information of the Institute of Pedagogical Research. The Depertment has a basic bibliographical-information center which is unique from the point of view of its range. The center contains many thousands of bibliographic cards on pedagogics, education and cooperating sciences. The cards are arranged in an alphabetical (authors-titles) order and a systematic order. The order is continued for 5 year periods for practical and publishing reasons. The Systematic Classification is elaborated, and checked in practice, and adapted in detailed sub-units to the courrent problems and needs of education in the developed socialist system.

The Department conducts theoretical work on pedagogical information, and on the needs of teachers and research workers.

The library, operating at the Institute of Pedagogical Research since 1950, has specialist book collections on pedagogics and cooperating sciences. The collections contain 90,000 volumes including 8500 volumes of continuous Polish and foreign publications.

The library has the largest collections of pedagogical books in Poland and is enriched by the exchange of books with socialist countries and by the exchange and purchase of books with capitalist countries.

The Department of Scientific Information, together with the Library of the Institute of Pedagogical Research, coordinates information activities and library exchange within the framework of multilateral cooperation of countries. It participates in international conferences on pedagogical information in socialist countries and participates in the organization of an international information system

connected with education for EDICO, in cooperation with UNESCO and BIE.

Plans for the specialization of book collections and the formation of central libraries covering various branches of science and economy are just being prepared. Some efforts are also being made to establish a central pedagogical library.

The Department of Scientific Information and Publications of the Institute for the Training of Teachers is another important link of pedagogical information for schools and teachers. A scientific information system of the Institute for Training of Teachers operates through a network covering the whole country: (the Institute for the Training of Teachers — in Warsaw, the Institute for Training of Teachers and the Institute of Educational Research — in various voivodeships, and individual voivodeship libraries and in the future community centers of culture at collective schools operating in communities).

According to the distribution of tasks, all publications appearing in Poland are covered by an analytic preparation entrusted to all information cells subordinated to the Institute for the Training of Teachers.

Volume I of „Analytic Bibliography of Polish Pedeutological Publications" for the year 1973, and partly for 1974—1975 appeared in 1976. The next volume will include a supplement for 1974 and new publications for 1975—1976. These perforated mimeographed documentary materials are the basis for the development of central and regional information for research workers involved with the theory of teaching, and for teachers and pedagogical supervisors. The materials are to be used for additional vocational training and perfecting.

Pedagogical information has markedly improved in recent years as a result of the expansion of the scientific hinterland of the Ministry of Education. Namely, five research institutes, including new information centers, were established in the fall of 1972.

Information centers are responsibie for quick and up-to-date information about the most recent scientific achievements of various sub-disciplines included into statute-based activities of the institutes.

A number of new information materials prepared by individual institutes have appeared in recent years.

Information centers operating at voivodeship pedagogical libraries play an important role in spreading pedagogical information in Poland. Bibliographical lists concentrating on topics are prepared for teachers and schools by the information centers.

In addition to the above mentioned pedagogical information centers of the Ministry of Education, information centers were also established at the Ministry of Science, Higher Schools and Technology, the Documentation Center and the Library of the Institute of Science Policy and Higher Schools. The Inter-Department Center of New Teaching Techniques of the A. Mickiewicz University in Poznań subordinated to the Ministry of Science, Higher Schools and Technology, has a didactical documentation & information center responsible for spreading scientific-didactical documentation and information about didactical means and particularly about new teaching techniques.

Work on the utilization of informatics in education managing is conducted by the Wroclaw Technical Univercity, the Warsaw Technical University, the Institute of Pedagogical Research and the Ministry of Education. An automated system of Selective Distribution of Information about mathematical-physical sciences and technology began operation at the Wroclaw Techical University in the fall of 1974. The preparation for a computerized multi-topic subscriber digital system (WASC) is underway there. It is our first computer--based attempt of a complex treatment of school administration problems.

The Ministry of Education applies the EWIKAN informatic system, including teaching staff records which are made up-to-date every year. The system is the same as the MAGISTER system covering personnel with higher education in Poland (the Ministry of Science, Higher Schools and Technology).

The Institute of Pedagogical Research prepared theoretical indications for the possibilities of using computers to meet the needs of the contemporary school. The Institute of Pedagogical Research also completed work on the use of computers for ferecasting the successes of pupils, and began working on the organization of an information bank for the education administration system.

An automatic system of pedagogical information should play a particular role in the informatic system of educational administration. The unification of pedagogical terminology, and the preparation of a pedagogical dictionary and later a thesaurus will create a basis for such a system. The work will be done in the coming years.

The introduction of the SINTO National System of Scientific, Technical and Organizational Information is underway in Poland. The SINTO system does not change the present organizational structure of information activity in Poland but it is designed for its arrangement due to the needs of users and the necessity of introducing a modern technology for an information process. The SINTO organizational structure will include field-branch systems to be created for specified branches of national economy or such areas which are not combined with production. The organization of the information system of social sciences, including a uniform information system on pedagogics and education, is scheduled by 1980.

A LIST OF IMPORTANT EDUCATIONAL ACTS

1975

I. Orders of the Minister of Education

1) Order of December 13, 1974 on the principle of selecting foster families, and giving material aid to children under the care of those families (Dz. Urz. 1, poz. 2).
2) Order of February 10, 1975 on the organization of training and education in the 1975/76 school year (Dz. Urz. 3, poz. 15).
3) Order of March 12, 1975 on awarding marks to students, on semester exams, final exams and issuing certificates and student books of registration of courses in secondary general schools and vocational schools for employed persons (Dz. Urz. 3, poz. 26).
4) Order of April 3, 1975 on the perfecting of contests and contests in various subjects (Dz. Urz. 4, poz. 39).
5) Order of May 19, 1975 on the introduction of the subjects „preparation for a family life" into post-primary schools for youth. (Dz. Urz. 6, poz. 60).
6) Order of May 30, 1975 on the classification of children with irregularities and disturbances in their development, for appropriate forms of special education or correctional-compensatory aid and the organization of studies and a range of operation of educational-vocational consultation offices and health service dispensaries (Dz. Urz. 7, poz. 66).
7) Order of June 21, 1975 on the formation and organization of work and duties of methodical inspectors (Dz. Urz. 7, poz. 73).
8) Order of June 21, 1975 on a qualifying exam which is equal to graduation from a higher vocational school (Dz. Urz. 8, poz. 81).
9) Order of July 8, 1975 on the organization of separate classes or secondary general schools in which instructions are given in a foreign language (Dz. Urz. 8, poz. 83).
10) Order of August 8, 1975 on introducing the Pupil's Statute Booklet (Dz. Urz. 9, poz. 94).
11) Order of October 7, 1975 on supplying primary schools with teaching aids and equipment (Dz. Urz. 9, poz. 96).

12) Order of September 16, 1975 on the organization of labs in vocational schools (Dz. Urz. 10, poz. 100).
13) Order of November 28, 1975 on the organization of schools which prepare for a profession (Dz. Urz. 11, poz. 114).
14) Order of December 6, 1975 on the introduction of the results of research into educational practice (Dz. Urz. 12, poz. 119).
15) Order of December 15, 1975 on the organization of education of children and youth in therapeutical and therapeutical-educational centers (Dz. Urz. 12, poz. 121).

II. Directives of the Minister of Education

1) Directive of July 10, 1975 on program assumptions concerning professional pre-orientation of students during practical-technical classes in grades VII—VIII of primary schools (Dz. Urz. 8, poz. 88).
2) Directive of September 30, 1975 on the organization of specializing training for students of vocational schools (Dz. Urz. 10, poz. 103).

III. Circulars of the Minister of Education

1) Circular of September 1, 1975 on the role and tasks of centers which coordinate contests for amateur artistc production of children and youth (Dz. Urz. 10, poz. 104).
2) Circular of September 22, 1975 on the improvement of hygienic-medical care of children and school youth (Dz. Urz. 10, poz. 106).

1976

I. Order of the Council of Ministers of July 30, 1976 on the determination of schools and other educational institutions which do not belong to the Ministry of Education, and on a pedagogical supervision over them. (Dz. Urz. 29, poz. 171).

II. Orders of the Minister of Education

1) Order of December 15, 1975 on the organization of and on the range of operation of state tutelary service stations (Dz. Urz. 1, poz. 1).
2) Order of December 31, 1975 on the organization and coordination of recreation of children and youth (Dz. Urz. 1, poz. 2).
3) Order of February 28, 1976 on the Health Culture Month (Dz. Urz. 2, poz. 11).
4) Order of March 1, 1976 on the expansion of rights and duties of the directors of certain schools and other educational institutions (Dz. Urz. 2, poz. 13).
5) Order of March 15, 1976. Program of educational activities in the 1976—1980 (Dz. Urz. 3, poz. 19).
6) Order of February 17, 1976 on the recruitment of, conditions of and procedure of classifying teachers for studying at higher schools (Dz. Urz. 3, poz. 20)*
7) Order of March 5, 1976 on exams for unregistered students covering a teaching program of schools for employed persons (Dz. Urz. 3, poz. 21).

8) Order of March 22, 1976 on the organization of education in the 1976/77 school year (Dz. Urz. 4, poz. 24).
9) Order of March 27, 1976 on the further development of special education and assistance for children with irregularities and disturbances in their development (Dz. Urz. 4, poz. 28).
10) Order of April 6, 1976 on utilizing and making available equipment and sports facilities owned by schools and colleges (Dz. Urz. 5, poz. 31**).
11) Order of May 25, 1976 on supplying nursery schools, secondary general schools and vocational schools with teaching aids and equipment (Dz. Urz. 7, poz. 50).
12) Order of May 15, 1976 on the organization and operation of the child's family houses (Dz. Urz. 8, poz. 53).
13) Order of June 1, 1976 on the principles of cooperation of schools with other educational institutions for unemployed youth, and with institutions which perform tutelary functions (Dz. Urz. 8, poz. 56).
14) Order of June 2, 1976 on cooperation of schools and other educational institutions with municipal self-governemts (Dz. Urz. 8, poz. 87).
15) Order of September 29, 1976 on the principles of additional training of the young in vocational schools and secondary general schools, and a control of learning juvenile employees of institutions a profession (Dz. Urz. 10, poz. 77).
16) Order of September 30, 1976 on the organization of individual teaching of children who are considered unable to learn at school (Dz. Urz. 10, poz. 78).
17) Order of October 14, 1976 on the organization of basic vocational schools, and factory-basic vocational schools (Dz. Urz. 10, poz. 79).
18) Order of October 16, 1976 on courses preparing for exams connected with the teaching program of primary school for the employed (Dz. Urz. 10, poz. 80).

III. Directives of the Minister of Education of July 15, 1976 on granting material assistance to foster families and a procedure of classification of children for tutelary--educational institutions and foster families (Dz. Urz. 8, poz. 61).

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*) issued together with the Minister of Science, Higher Schools and Technology.
**) issued together with the Minister of Science, Higher Schools and Technology, the Minister of Culture and Art, the Minister of Foreign Trade and Shipping and the Minister of Health and Welfare.

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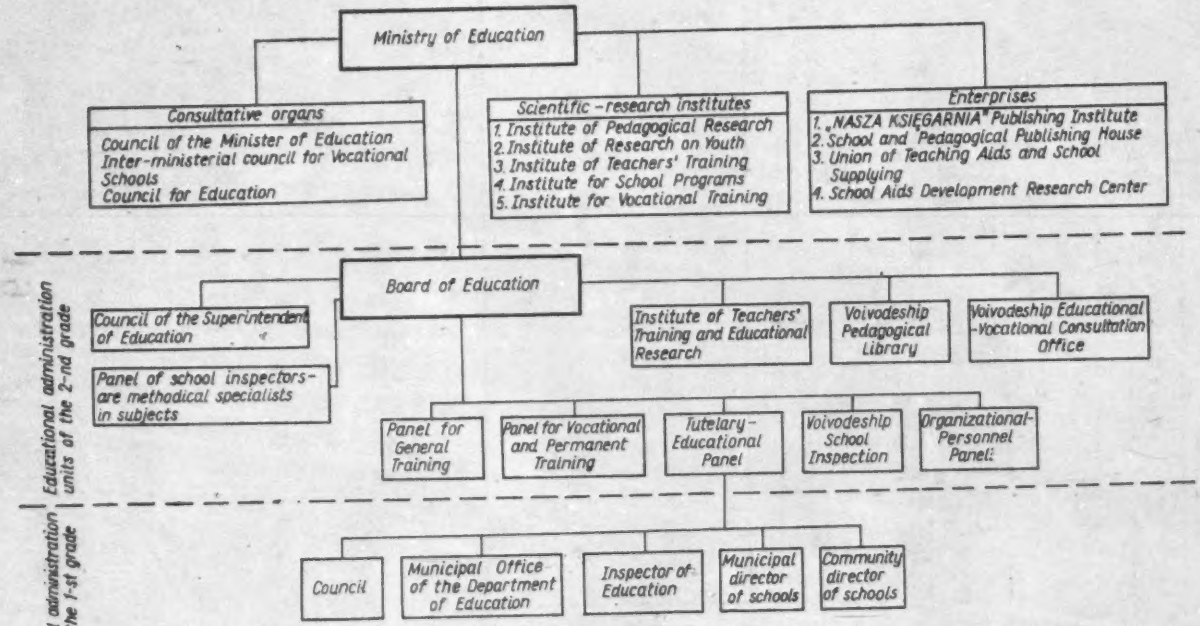
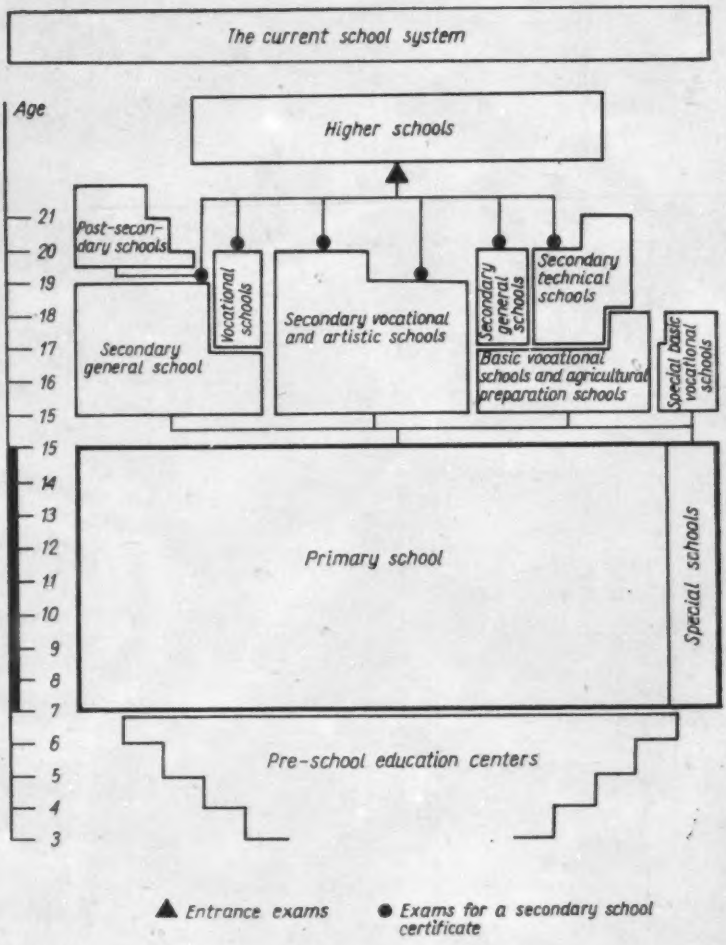
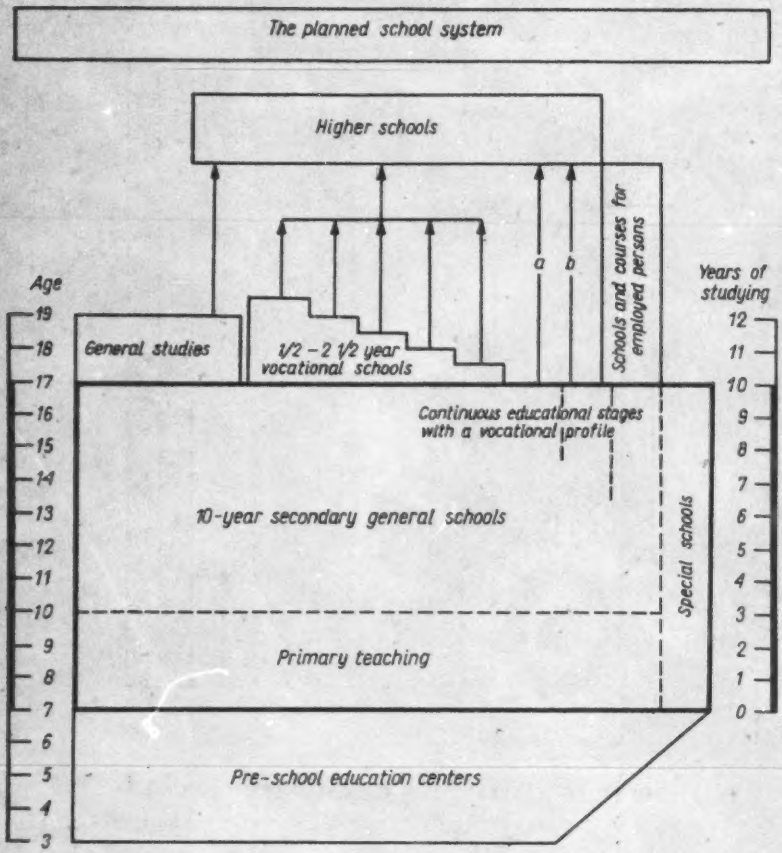
STRUCTURE OF THE EDUCATIONAL ADMINISTRATION IN THE POLISH PEOPLE'S REPUBLIC


Ministry of Education
Consultative organs
Council of the Minister of Education
Inter-ministerial council for Vocational Schools
Council for Education
Scientific - research institutes
1. Institute of Pedagogical Research
2. Institute of Research on Youth
3. Institute of Teachers' Training
4. Institute for School Programs
5. Institute for Vocational Training
Enterprises
1. „NASZA KSIĘGARNIA" Publishing Institute
2. School and Pedagogical Publishing House
3. Union of Teaching Aids and School Supplying
4. School Aids Development Research Center
Educational administration units of the 2-nd grade
Board of Education
Council of the Superintendent of Education
Panel of school inspectors - are methodical specialists in subjects
Institute of Teachers' Training and Educational Research
Voivodeship Pedagogical Library
Voivodeship Educational - Vocational Consultation Office
Panel for General Training
Panel for Vocational and Permanent Training
Tutelary - Educational Panel
Voivodeship School Inspection
Organizational - Personnel Panel
...sational administration units of the 1-st grade
Council
Municipal Office of the Department of Education
Inspector of Education
Municipal director of schools
Community director of schools

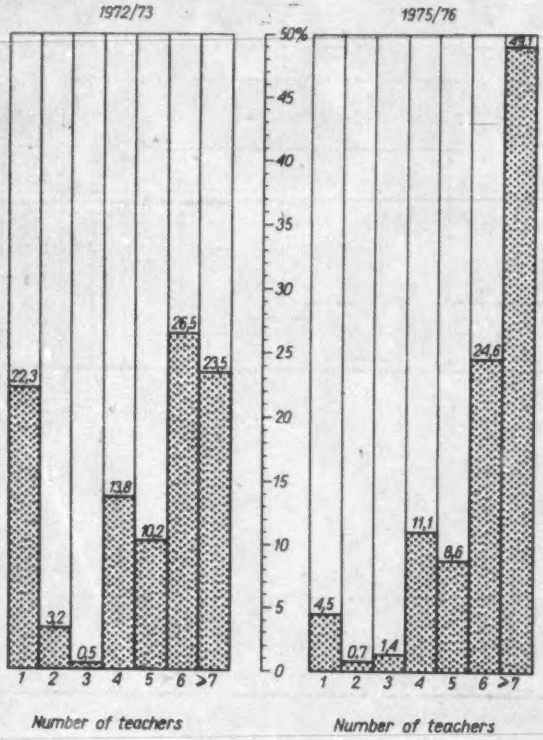

The current school system
Age
Higher schools
21
20
19
18
17
16
15
15
14
13
12
11
10
9
8
7
6
5
4
3
Post-secondary schools
Vocational schools
Secondary general school
Secondary vocational and artistic schools
Secondary general schools
Secondary technical schools
Basic vocational schools and agricultural preparation schools
Special basic vocational schools
Primary school
Special schools
Pre-school education centers
Entrance exams
Exams for a secondary school certificate



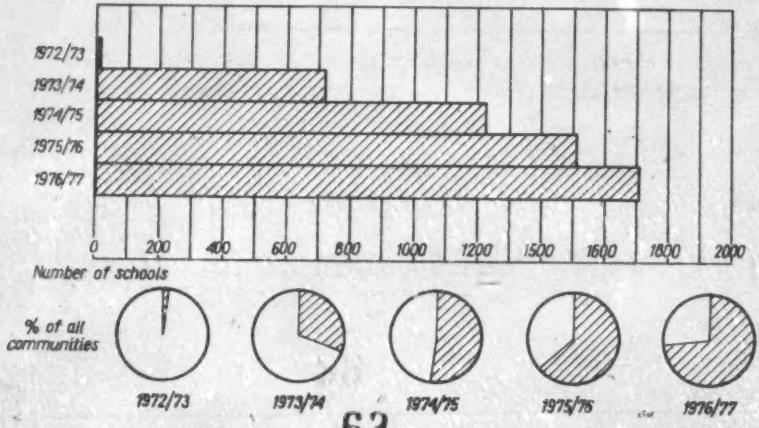
a) Winners of contests in given subjects and competitions organized by the central organs

b) After at least 2 years of exemplary work or impeccably performed military service

ELEMENTARY SCHOOLS IN VILLAGES DUE TO THE NUMBER OF TEACHERS



DEVELOPMENT OF COLLECTIVE COMMUNITY SCHOOLS



63